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Note: Responses to emails will typically be within 24-48 hours, Mon-Fri during regular daytime hours.

Virtual Office Hours

(Available Online via Zoom, Email, Phone)

Tuesdays: 1 - 2 pm, EST (Open to All Enrolled Students via Zoom link in Canvas)

Course Website and Class Materials are Available on Canvas (<https://canvas.rutgers.edu/>).

Asynchronous Remote (“AR”) Online Learning in Canvas

This is an “asynchronous remote” course and we will be using Canvas (<https://canvas.rutgers.edu/>) as our online learning platform. This course contains self-paced weekly learning modules for students to gain knowledge of fundamental concepts in psychology, meaning that students will be working at their own pace each week. After an initial adjustment period you will be able to cultivate your self-study skills and manage expectations about the ideal amount of time to invest each week for maximal levels of continuous learning. As an AR course, all instruction and activities will be conducted asynchronously. There are no required meeting times, but courses are structured with weekly assignments that students are expected to complete by assigned dates throughout the semester. If you are international, I recommend having a VPN software that allows you to access web content and videos on the internet in the US. Set your VPN location to NY/NJ. For technical help with Canvas, please visit <https://it.rutgers.edu/help-support>.

Optional Office Hours via Zoom

The virtual zoom office hours are set for a specific day and time each week, and you can join if you want to, it's optional. It's a time for us to “meet” if someone needs to ask a question or wants to have social contact with the professor or other students in the class. You will have everything you need posted on Canvas, including printable slides, homework files, readings, narrated lectures, video segments, discussion board, etc., so you can work on your own timeline. You can find the Zoom link for weekly OH's in the main menu on our Canvas page.

Course Description

In this class you will learn about the relationship between the brain and human behavior as it pertains to the use and abuse of chemical substances. You will be exposed to a broad range of topics in the field of psychology including neuroscience, learning, and even personality theory. The consumption of chemical substances has long preoccupied humans due to curiosity, as well as the natural craving for pleasure, happiness, unique experiences, and in some cases, relief from pain. *The downside of this preoccupation is addiction and dependence.* The presence in human culture of *psychoactive* drugs, which are mind-altering chemicals, is ubiquitous and entrenched at various levels of social activity. There are many reasons for this, and these can be analyzed from historical, sociological, biomedical and psychological perspectives. We will touch on several of these perspectives, taking a *biopsychosocial* approach, that involves knowing about the neurobiological, behavioral and social factors that influence drug use and abuse. Given that any form of dependence and addiction results from a drug's psychoactive properties, it is imperative to understand how the brain is “hijacked” and sometimes irreversibly changed by substance abuse. Therefore, the course will consider how the brain allows us to experience reward and pleasure, and how long-term substance use modifies this important aspect of brain function.

Students' Learning Goals

- This course will provide students with a scientific basis for understanding the physiological basis of human behavior and the neural substrates of psychoactive chemicals and drugs.
- Students will explore and discuss research from the past and present that was conducted to study the behavioral and neurobiological aspects of drug use.
- Students will examine a broad range of scientific facts, theories, research methodologies and major psychological phenomena that may shed light on how the brain works and how chemical substances affect the typical functions of the mind, brain and body.
- At least 50% of lecture material will focus on the neurobiological and physiological effects of psychoactive drugs. We will assume that students typically have little background in neuroscience other than what was covered in Intro Psych, and we will tell you only what you need to know. For a more formal detailed course on the Brain and Behavior you can take the course in Physiological Psychology (PSY 313). The textbook used in the current course provides a decent introduction to the nervous system, which will help. The instructor's role is to expand on this information as it pertains to explaining why drugs do what they do, and integrate it with the following learning goals:

• Learning Objectives

By the end of this course, students will be able to:

- Appreciate human and animal research on how drugs of abuse impact the brain
- Understand why drugs of abuse are psychoactive and capable of producing dependence
- Consider the neurobiological and behavioral actions of the main classes of legal and illegal drugs
- Define addiction, abuse, dependence, and tolerance as these terms apply to drug use; introduce principles of pharmacology, such as pharmacodynamics, pharmacokinetics, therapeutic index and dose-response relationships
- Learn about the major categories of psychoactive drugs: the stimulants, depressants, opiates, and hallucinogens; consider the impact of these drugs on brain and behavioral functions
- Discuss the motivational variables that contribute to drug-seeking behavior
- Understand the problems associated with preventing relapse to drug-taking behavior by addicted individuals
- Understand the management of behavioral abnormalities (e.g., schizophrenia, depression, anxiety disorders) through pharmacological approaches, also referred to as clinical psychopharmacology

Disclaimer and Important Health-Related Information About This Course

You will be required to watch documentaries in which people use drugs and suffer because of drugs. At times, this may make you feel uncomfortable. Please be aware that you will encounter some disturbing information related to substance use and addiction in this course. In a class based on drug use and the science underlying the information presented, there is always the risk that some people will experience (i) anxieties and concerns triggered by past and/or current experience, and/or (ii) the emergence of ideas that result in a reassessment of current and/or future use of physician-prescribed medication. Since this course began, some students have expressed their questions and concerns, some asking for advice, some wanting clarification, and some simply wanting to talk. This course is not prescriptive, i.e., telling you what you should do, nor is it proscriptive, i.e., telling you what you should not do. In general, I would not want anyone experimenting with illegal and dangerous drugs that will bring harm or suffering to you. Given that this is academia, you learn about what has been studied and discovered, and what we are still

trying to figure out. It does not mean that you should act on any of this information. As with anything you do in life, exercise common sense, be kind to yourself and to others who have experienced difficulties and suffering in life, and/or seek the advice of trained health professionals.

In sum, if you are on prescription medication, for whatever reason, you should not abandon use of your medication without consulting your physician. And if you are experiencing unpleasant feelings because of past drug abuse, or drug abuse by people close to you, the university has counseling centers that can assist with this. In fact, whatever personal health concerns a course triggers, please consult this website: <http://health.rutgers.edu/> which also has this useful link: <http://health.rutgers.edu/do-something-to-help/>

Useful Neuroscience Websites (for those with little background or need to review)

If you take good notes to supplement my handouts, you should have no problem understanding the neuroscience basics needed to appreciate drug effects on behavior. For those students that have never taken a neuroscience course or physiological psychology (830:313) and are a little stuck in understanding some of the material, the following links may be helpful. Of course, please communicate if there is any material you don't understand to try to get clarification.

(a) For the neuroscience novice: <http://thebrain.mcgill.ca/> (look at the top for 'brain basics' and follow the link 'from simple to complex' – this will supplement or round out any misunderstanding from my own slides; the link 'pleasure and pain' may also be helpful, but we will go far deeper than what is provided)

(b) On the science of addiction: <http://www.drugabuse.gov/publications/science-addiction> (this is relatively simple and meant for the public, but useful to get you into the mood).

(c) An in-depth online neuroscience course is provided here: <https://nba.uth.tmc.edu/neuroscience/> This is exceedingly detailed and contains 90% more information than we need in this course. However, you may find it useful to explore.

Grading and Course Grades

Students are expected to complete the core 10 assignments (homework and quizzes), worth 10 pts each to earn up to 100 points for the course. Optional extra work will be granted extra credit toward total grade at the end of the semester. All work must be completed by due dates to earn full credit. To calculate an estimate of your grade, simply add up your earned points and divide by 100.

70%	Quizzes (Complete 7 out of 8 offered, worth 10% each, Online in Canvas)
30%	Homework (Complete 3, Watch Video, Read Article, Answer Questions, Submit Online)
20%	Optional Extra Credit Quiz or Writing Assignment (Additional Homework or Quiz)

Letter Grades

A	= 90 – 100
B+	= 86 – 89.9
B	= 80 – 85.9
C+	= 76 – 79.9
C	= 70 – 75.9
D+	= 66 – 69.9
D	= 60 – 65.9
F	= < 59

Recommended Textbook

Drugs and Behavior: An Introduction to Behavioral Pharmacology
by Stephanie Hancock & William A. McKim
Published by Pearson (2018) 8th edition, ISBN-13: 9780134405025

- *Lecture slides summaries with voiced narrations, video clips, chapter notes, quizzes/exams, homework readings and other course-related files will all be available for students to access online through our course page in Canvas.*

Course Requirements and Expectations

This is an online course. We will be exclusively online. Students must have access to a stable reliable internet source for weekly readings, lecture slides, writing assignments, and exams. If you do not have the appropriate technology for financial reasons, please email the Dean of Students deanofstudents@echo.rutgers.edu for assistance. If you are facing other personal or financial hardships, please visit the Office of Financial Aid at <https://financialaid.rutgers.edu/>.

To do well in this course, you will need to engage in approximately 6-9 hours of time for this class each week for reading, listening to lectures, note-taking, and/or writing. For optimal performance, it is highly recommended that students participate in class on a regular basis, complete assignments and exams as scheduled, and keep up with weekly activities and readings. Optional extra credit will be available, stay tuned. All students should complete the online course evaluations for this class at the end of the semester.

Active Learning and Study Advice

Film director Woody Allen once said: *80% of success in life is simply showing up.* So, my advice to students is to participate weekly in our class, meaning the physical experience of listening and watching. Read over the slides in advance, listen to the lecture, and write your own supplementary notes down to go along with it. Then review them as soon as possible, ideally on a weekly basis, just be re-reading, rewriting and organizing your own notes on what you have written. This way you revisit the lecture before you forget it. Information piles up fast, and the topics change quickly – if you don't regularly review and organize your notes, it may be challenging to keep up. If you follow the above advice, you can review material quickly and do an active mental replay, and in doing so, you are effectively preparing yourself for the scheduled exam. **Research in cognitive science has shown time and again that frequent (e.g., weekly) and brief reviewing (e.g., 1-2 hours) is more powerful for long-term learning and retention than single session cramming!**

Homework Readings and Question Sets

The required reading assignments will typically involve a textbook chapter, sometimes will include watching a documentary, and/or a supplementary reading in the form of a primary research article from a scientific journal. There will be a question set for each of these assignments to go along with the video and/or article. You would be asked to type your responses into the document and complete the submission online in Canvas. These articles will be available as PDF's for you to download on Canvas. **You must complete THREE to earn full homework credit.**

These assignments will help you learn at a deeper level about particular topics in psychology. Homework will include your responses to a set of guiding questions in a short answer format and each written assignment will be approximately 2 pages in total length. All written work should be submitted on time, or early, online in Canvas. Please be mindful of due dates!

Homework must be completed and submitted in Canvas on or before the due dates. Late work may be offered partial credit. A late assignment can be submitted up to 24 hours late for any reason and it will receive 20% deduction in points (e.g., maximum score of 8 out of 10 for late work received within 24 hours of due date and time). Late homework submitted beyond 24 hours of the due date/time will be accepted up to one week late and will be eligible to receive up to half credit (e.g., maximum score of 5 out of 10 for late work received after 24 hours and within 7 days of due date and time). **As a reminder, you can skip or miss one assignment for any reason without penalty, and it will not affect your grade. If you complete the optional extra item, then those points that you have earned will be added in as extra credit toward your total grade at the end of the semester.**

Homework (Choose THREE of these options for up to 10 points each)

Homework Assignment #1. Relationship between Personality Traits and Risky Behaviors

McGreal S. A. (2020). Who Uses Drugs and Why? The personality traits that are related to drug use. *Psychology Today*, June 20, 2020. (<https://www.psychologytoday.com/us/blog/unique-everybody-else/202006/who-uses-drugs-and-why>). (PDF available on canvas).

Zuckerman, M., & Kuhlman, D. M. (2000). Personality and risk-taking: Common biosocial factors. *Journal of Personality*, 68(6), 999–1029. (PDF available on canvas).

Homework Assignment #2. Breaking Bad Habits. *Medical Research in Drug Addiction*.

Homework Assignment #3. Cannabis. Drug Abuse Video Documentary w/ question set.

Homework Assignment #4. Methamphetamine. Drug Abuse Video Documentary w/ question set.

Policy on Written Assignments

- Honor Pledge: All of your written work must be done by you and written in your own words using your own thoughts and ideas. Please type your responses directly in the Word file provided on our Canvas page. Remember to cite your sources of information in the references.
- All work must be typed and uploaded to Canvas as per instructions on or before the due dates in order to earn full credit.
- E-mailed assignments will NOT be accepted and will NOT receive credit.
- Do not email your work to the Professor or to the TA.
- Students are expected to submit all assignments on or before the given due date using Canvas.
- Late work will be accepted for partial credit (20% deduction if received within 24 hours of due date, 50% deduction for late work received within one week).
- All work must be completed and submitted in Canvas prior to the due date to be eligible for full credit (see syllabus schedule for all due dates).

Quizzes (Choose any 7, worth up to 10 points each)

There are biweekly quizzes that are unit-based, which means they are not cumulative quizzes. You can choose which of these you want to complete. **As a reminder, you can skip or miss one Quiz for any reason without penalty, and it will not affect your grade. If you complete the optional extra one, then the points earned will be added as extra credit toward your total grade at the end of the semester.** Questions on each quiz will focus fairly evenly on topics covered in the weekly slides from each module leading up to that quiz on content covered since the prior quiz. Quizzes will be comprised primarily of multiple choice, fill-in the blanks, and/or matching questions. Materials covered both in lecture and homework readings may be included on these quizzes. You are responsible for all assigned readings, whether or not they are discussed at length in class.

This is an online course, and the Quizzes will be administered online in Canvas. They will be timed. There will be a specified due date and the link to the online quiz will be available on Canvas for a 24-hour period, e.g., from 12:00 am until 11:59 pm NJ time on the specified date. Students can start whenever they want to, but they must complete the quiz on the specified date (the link will be available for 24 hours) in the specified amount of time. You will typically have 45-60 minutes that is representative of the time that would normally be given during a real class period. Quizzes will be pre-programmed with a timer that begins as soon as you click on the link. Questions will appear one at a time, and you can only go forward, without the ability to return to prior questions. The ordering of all the questions as well as the answer options will be randomized for every student. You will not be able to pause and start again, meaning that you will need to complete each quiz all in one sitting, so plan accordingly.

Practice Quizzes

Please take advantage of the free study aids and practice test questions on Quizlet.com.

General Attendance & Participation Policy

Your participation and presence in our virtual learning environment is an integral part of a successful classroom format. Participating in class means regularly logging into our course page on Canvas, keeping up with reading weekly materials, listening to the recorded lectures, doing the homework, joining the optional office hour sessions in Zoom (if you want to) and completing quizzes and written work on time. Being “present” and participating are valuable and important components of the college experience and in life more generally.

Quizzes are to be taken during 24-hour window of availability on the scheduled date during the allotted duration (~ 60 min, etc.) of what would have been a typical class period if we had met in person. Please make note of the quiz dates on your personal calendar. Ideally you should speak to the Professor during the first two weeks of the semester if you anticipate a problem with the scheduling of assignments.

In this course, students are expected to complete all the required homework and quizzes, and you are allowed to miss one of each for any reason without penalty. It will not affect your grade if you skip or miss one quiz for any reason. And, if you complete more than the required work, then all your earned points will count as extra credit toward total grade. If you do miss a quiz or assignment, it will not adversely affect your grade in this course.

If you have extenuating circumstances and a prolonged period of inability to complete your work, you would need to provide verification of your extenuating or urgent situation. If you have such circumstances for a prolonged period (i.e., more than a week) during the semester, please contact the Dean of Students Office and have them assist in your situation.

If you are experiencing something that is affecting your ability to keep up with your academic work for more than a week, then you should contact the Dean of Students. They will help each student access available support services, if needed, and will advocate on their behalf with their professors, if they wish. With a letter from the Dean of Students, we can discuss any appropriate longer-term accommodations with the affected student. Anything affecting less than a week of work will not affect your grade since our course policy allows students to skip or miss 1 written homework item and 1 quiz without penalty. In the case of other extensive or extenuating emergent circumstances, late work is accepted with accommodations and a letter of verification from the Dean of Students. As a further clarification, you do not have to complete all the offered assignments. You can skip or miss one Quiz and one Homework assignment for any reason without penalty, and it will not affect your grade.

Optional Extra Credit

Opportunities for optional extra credit may be offered to students who wish to participate. Stay tuned for announcements and instructions if and when it is available. Late work and extensions will not be permitted for optional extra credit items as this is not core required work for students.

Student Evaluations of Instruction

We value student feedback. You are responsible for completing the Student Evaluations for this course and for all your courses with an enrollment of five or more students. Instructors value your feedback and will use it to improve on teaching and planning in the future sections of the course. Please complete the online survey during the open period at the end of the semester.

Accommodations for Students with Disabilities

Our community values diversity and seeks to promote meaningful access to educational opportunities for all students, and the university is committed to providing access to all programs and curricula to all students. If you have a disability that requires an academic accommodation or the use of auxiliary aids and services in the classroom, and/or testing accommodations based on the impact of a disability, please let the instructor know within the first two weeks of classes. You should also contact the Office of Disability Services (ODS) as soon as possible. The ODS determines the specific needs of students with disabilities, and develops and implements programs and policies to meet those needs. Procedures for registering with ODS can be found online at: <https://ods.rutgers.edu/students/registering-for-services>, Tel: (848) 445-6800.

The ODS will provide for your instructors an Accommodation Memo verifying the need for accommodations. Assessing and providing services requires advanced planning, and students are encouraged to request accommodations as close as possible to the beginning of the semester.

Rutgers Library

Rutgers University offers a rich collection of resources online and materials in their physical library locations. Our course will have links to some readings, videos, documentaries, textbook resources, etc., that will be posted in our Canvas course page. Please be familiar with the RU library system (<https://www.libraries.rutgers.edu/>) and log in with your net ID to search and access these materials.

Student Learning Center (Tutoring)

If you would like tutoring, or to be a tutor for your peers, contact the peer tutoring office on campus. Visit the website for locations and times: <https://rlc.rutgers.edu/student-services/peer-tutoring>

Student Health Services and Psychological Counseling Center

To set up an appointment, visit the website:

<http://health.rutgers.edu/medical-counseling-services/appointments/>

Scarlet Listeners

scarlet.listeners@gmail.com

Career Resource Center

Get helpful assistance building your resume, finding volunteer opportunities and summer internships. Visit the website for more information: <https://careers.rutgers.edu/>

Statement on Academic Integrity

The intellectual venture in which we are all engaged requires of faculty and students alike the highest level of personal and academic integrity. As members of an academic community, each one of us bears the responsibility to participate in scholarly discourse and research in a manner characterized by intellectual honesty and scholarly integrity. Scholarship, by its very nature, is an iterative process, with ideas and insights building one upon the other. Collaborative scholarship requires the study of other scholars' work, the free discussion of such work, and the explicit acknowledgement of those ideas in any work that informs our own. This exchange of ideas relies upon a mutual trust that sources, opinions, facts, and insights will be properly noted and carefully credited.

In practical terms, this means that, as students, you must be responsible for the full citations of others' ideas in all of your research papers and projects; you must be scrupulously honest when taking your examinations; you must always submit your own work and not that of another student, scholar, or internet agent. Any breach of this intellectual responsibility is a breach of faith with the rest of our academic community. It undermines our shared intellectual culture, and it cannot be tolerated. Students failing to meet these responsibilities should anticipate disciplinary action.

Academic honesty in writing assignments, examinations, and participation is expected of all students in this class. Academic dishonesty is one of the most serious offenses a student can commit in college. Not only does it violate the University's policy, it severely inhibits your opportunity to develop academically, professionally, and socially.

Students are expected to maintain the highest standards of honesty in their college work. Cheating, forgery, and plagiarism are serious offenses, and students found guilty of any form of academic dishonesty are subject to disciplinary action.

Academic dishonesty may be intentional or unintentional. Here are some examples:

- Plagiarism (copying word for word or even paraphrasing illegitimately, without proper citation or acknowledgment, from any other written, electronic, or online source)
- Cheating on examinations (regardless of whether you are on the providing or receiving side)
- Unauthorized collaboration or receiving unauthorized assistance on an assignment
- Submitting work for one course that has already been used for another course
- Unauthorized distribution of assignments and exams
- Forgery (alteration of college forms, documents, or records, or the signing of such forms or documents by someone other than the proper designee)
- Lying to an Instructor or College official
- Obtaining advance knowledge of exams or other assignments without permission

Plagiarism is the representation, intentional or unintentional, of someone else's words or ideas as one's own. Since words in print are the property of an author or publisher, plagiarizing is a form of larceny punishable by fine. When using another person's words in a paper, students must place them within quotation marks or clearly set them off in the text and give them appropriate footnoting. When students use only the ideas and change the words, they must clearly identify the source of the ideas. Plagiarism, whether intentional or unintentional, is a violation of the property rights of the author plagiarized and of the implied assurance by the students when they hand in work that the work is their own.

Cheating is defined as giving or obtaining information by improper means in meeting any academic requirements. Receiving credit for the same work in more than one course without knowledge or consent of the instructor(s) is a form of cheating and is a serious violation of academic integrity.

Faculty members are responsible for making the initial determination of the academic penalty to be imposed in cases of cheating, plagiarism, or forgery and for informing the department chair, the dean and the student in writing of the alleged violation and proposed penalty. The academic penalty may range, for instance, from a reprimand accompanied by guidance about how to avoid plagiarism in the future to failure for the course. The academic dean may request that the Dean of Students send a follow-up letter to the student indicating that they have also been notified of the academic integrity violation and that subsequent violations will lead to judicial action.

If a student has any question about what constitutes a violation of academic integrity, it is that student's responsibility to clarify the matter by conferring with the instructor and to seek out other resources available on the campus.

Summary of the Current Academic Integrity Policy at Rutgers University:

<http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/>

<http://nbacademicintegrity.rutgers.edu/home-2/academic-integrity-policy/>

Resources for Students:

<http://nbacademicintegrity.rutgers.edu/home-2/for-students/>

Honor Pledge:

All students will need to sign the Rutgers Honor Pledge on every major quiz, exam, assignment, or other major form of assessment as follows:

On my honor, I have neither received nor given any unauthorized assistance on this examination (assignment, paper, quiz, etc.). And likewise I have not shared the contents or answers to this quiz/assignment with others privately or publicly.













IMPORTANT: What you must do when you have a technical problem:

1. Firstly, try rebooting your computer. Close all other applications, programs and websites. These take up processing power on your machine. Plug in the power cable, and keep your computer powered up and connected to the ethernet or on a solid wifi connection for best results.
2. If you suspect a poor connection wherever you live or work, have a back-up solution for internet access. For example, go to the computer labs and/or terminals in one of the many libraries we have at Rutgers. You can park in the parking lot and access the library wifi signal. Alternatively, if you are inside the library, any problems taking a quiz will very likely be addressed by the staff at the library. They are also witnesses to the problem. If you are far away from campus, go to a local library if you can, and get a membership to your local library in your town. They have wireless internet capacity, and you can use the wifi from your car out in the parking lot too.
3. If you do not see an active Module, or slides, or more importantly a quiz or exam displayed, please email me immediately (sc2081@psych.rutgers.edu). Then take a screenshot of the browser page, after you have clicked on the 'Tests and Quizzes' link. The screenshot should show your ID/NAME in the top right corner, and there should be a time stamp. On a Mac, you hold down the "Command" key and the "Shift" key and the "4\$" all at the same time. This will take a screenshot of whatever you select on screen.
4. In the screen shot, be sure to include your name, the files and the time stamp all in one screen shot to verify the circumstances, especially if it's an exam.
5. To reveal the time signature, scroll to the bottom of the browser page and click the arrow next to 'Server Time.' This will reveal the current time, and the screenshot should simultaneously show your ID and this time stamp.
6. Also email the screenshot and a report of your difficulty to help@canvas.rutgers.edu and make sure you explain the problem. When you email them, please make sure to copy me and/or the TA.
7. If you are living or working abroad, please be sure to have a VPN solution for your geographic location so you can view the course materials and video segments online. Please set your VPN location to NY or NJ for full access.

Preliminary Schedule of Weekly Module Topics and Assignments

Posted January 12, 2022

Calendar is subject to minor changes with announcements to follow.

▼ Assignments		+ ⋮
⋮	 Homework #1. Personality Traits and Risky Behaviors (Due on or before Friday, Feb 11) Not available until Jan 17 at 12:00am Due Feb 11 at 11:59pm 10 pts	✔ ⋮
⋮	 Drugs Quiz 1. Covering Modules 1 & 2abc only (30 Items, 1 hour, Available Online Friday, Feb 4) Module 2. Review of Neuroanatomy and Neurotransmitter Systems Impacted by Drug Use Module Not available until Feb 4 at 12:00am Due Feb 4 at 11:59pm 10 pts	✔ ⋮
⋮	 Homework #2. Medical Research in Drug Abuse (Due on or before Feb 25) Not available until Jan 17 at 12:00am Due Feb 25 at 11:59pm 10 pts	✔ ⋮
⋮	 Drugs Quiz 2. Behavioral Pharmacology and Conditioned Behaviors (25 Q's, 1 hour, Modules 3-4 only) Modules 3 & 4. Behavioral Pharmacology and the Role of Conditioning in Drug Abuse Module Not available until Feb 18 at 12:00am Due Feb 18 at 11:59pm 10 pts	✔ ⋮
⋮	 Drugs Quiz 3. Substance Use and Addiction, Tolerance and Withdrawal (20 Q's, 45-min, Modules 5 & 6 only, on Friday, March 4) Modules 5 & 6. Substance Addiction, Tolerance, and Withdrawal Module Not available until Mar 4 at 12:00am Due Mar 4 at 11:59pm 10 pts	✔ ⋮
⋮	 Drugs Quiz 4. Alcohol Consumption & Teratogenic Effects on Fetal Development (25 Q's, 1 hour, Modules 7-8 only, Friday, March 11) Module 7 & 8. Alcohol, and Teratogenic Effects of Substances on Fetal Development Module Not available until Mar 11 at 12:00am Due Mar 11 at 11:59pm 10 pts	✔ ⋮
⋮	 Homework #3 on Cannabis (PBS NOVA Documentary) -- Due on or before April 8. Not available until Jan 17 at 12:00am Due Apr 8 at 11:59pm 10 pts	✔ ⋮
⋮	 Homework #4. America's War on Drugs (Documentary, 2017) -- Due on or before Friday, April 22 Not available until Jan 17 at 12:00am Due Apr 22 at 11:59pm 10 pts	✔ ⋮
⋮	 Drugs Quiz 5. Tobacco, Nicotine & Cannabis (Modules 9a & 9b only, 25 items, 1 hr, Friday, April 1) Module 9. Nicotine, Tobacco and Marijuana Module Not available until Apr 1 at 12:00am Due Apr 1 at 11:59pm 10 pts	✔ ⋮
⋮	 Drugs Quiz 6. Caffeine, Cocaine, & Amphetamines (Modules 10 & 11, 25 items, 1 hr, Friday, April 15) Module 10 & 11. Caffeine and Psychomotor Stimulants (Amphetamines & Cocaine) Module Not available until Apr 15 at 12:00am Due Apr 15 at 11:59pm 10 pts	✔ ⋮
⋮	 Drugs Quiz 7. Antipsychotics, Antianxiolytics, & Antidepressants (Ch. 7, 12, & 13) -- 30 items, 1 hour, Friday, April 29 Module 12 & 13. Antipsychotics, Anxiolytics, and Antidepressants Module Not available until Apr 29 at 12:00am Due Apr 29 at 11:59pm 10 pts	✔ ⋮
⋮	 Drugs Quiz 8. Opiates and Club Drugs (Ch. 11 & 15) -- 15 items, 30 min -- Date TBD May 5-11 Module 14 & 15. Opioids & Club Drugs Module Not available until May 8 at 12:00am Due May 8 at 11:59pm 10 pts	✔ ⋮